

President's Message

Gwen Coe

Dear OMEP Members:

If you attended NAEYC in December, then you already know about the exhilarating OMEP-USNC activities and attendance by ten delegates and the President of OMEP Turkey. It was a joy to have so many international guests with us including the President of OMEP Canada and the OMEP World Treasurer from Hong Kong. The 2nd International Film Festival was again the highlight of our efforts thanks to Edna Ranck, Carol Darcy, Lita Haddal, and Judi Estes. Previewing at least one film before it was released added to the audience's feeling of being on the "cutting edge". We met a new film maker from Nigeria, Joseph Azi. On behalf of OMEP-USNC, I have written a letter of support for Joseph's work to a Canadian Foundation. If he receives the resources he requests, he will be able to pilot his work in Nigeria and return to the United States in Fall, 2006 to show his film at our 3rd Annual Film Festival. Because of our recent work with film literacy, several Board members are organizing a similar event in Tromsø, Norway this August.

ACEI is in San Antonio April 12-16. The OMEP-USNC Breakfast, Friday, April 14, at 7:45 a.m., will be a program by Deborah Young from Naropa University in Boulder, Colorado. Deborah is presenting on PIEAT, an early childhood care and education program which has become an agent for

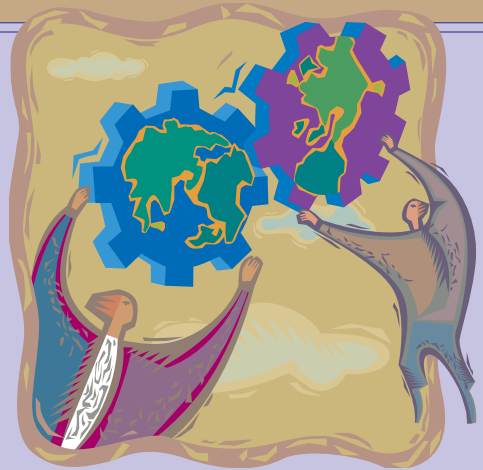
change in war torn communities of rural Nicaragua and created a culture of peace through community development.

Please consider attending the Convention on the Rights of the Child Summit being held in

Continued on page 2

The OMEP website has had an extreme makeover! Visit it to find OMEP events worldwide. You can also contact our webmaster, Gene Geist, to give him your news, thoughts and ideas, by sending him a message from our website. Or contact him directly at geist@ohio.edu Web Address: www.omep-usnc.org

Message from the Editor



When one helps another, both are strong.

-German proverb.

This issue includes information from several sources: the OMEP-Canada Newsletter, the OMEP International web site, the Child Care Information Exchange conference calendar, and our own members. We thank them all for their contributions. To explore these web sites yourself, go to: www.petitmonde.com/omep (French) www.omep-ong.net www.childcareexchange.com

-Lita Haddal, editor



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**USNC-OMEP
News**



OMEP International has a new website!

www.omep-ong.net

Find now the latest issues of the international newsletters and a calendar of recent and future events. Your comments and suggestions are encouraged. Please feel free to contact the web managers at:
www.omep-ong.net

**Subscribe to the free international
e-letter at:**

www.omep-ong.net/eng_index.html

Presidents Message

Continued from page 1

Washington, DC on the American University campus May 17-20. The OMEP-USNC Board is holding its spring meeting on Saturday, May 20 and we cordially invite any members attending the Summit to also join us at our Board meeting Saturday afternoon.

We are pleased to have each of you as a member of this active and committed group of professionals. Invite a colleague to join OR **give a gift subscription** (for only \$20.00 without the journal). Looking forward to your continued participation. We have established several committees and have many ways for each of you to participate more actively in the organization.

Gwendolyn Coe
OMEP-USNC President
coe@uwplatt.edu



OMEP's Contribution to Education For All UNESCO Program

During the 33rd Session of UNESCO of October 2005, Madeleine Goutard, former OMEP World President, spoke of the OMEP contribution to UNESCO to Commission II (theme: Education). Additionally, she presented this topic for the round table for Ministers of Education on Education for All.



Photo: Jardín Infantil LOS ENANITOS, Puerto Saavedra (9a. Región) – CHILE. Integra Foundation.
Paz Errázuriz, fotógrafo.

(From OMEP International's web site)

OMEP Supports Global Alliance

Mark Ginsberg, Executive Director of NAEYC, (National Association for the Education of Young Children), sent a note to OMEP World President Selma Simonstein thanking OMEP for joining NAEYC in forming the Global Alliance for the Education of Young Children, hoping that this initiative will allow greater interorganizational collaboration regarding critical issues facing the early childhood field and young children and their families. OMEP members who are not members of NAEYC will be able to access the private website for the leading Global Alliance partners. The website for this Global Alliance Community is: <http://www.naeyc.org/community>.

One must "log in" and provide a "password" to proceed to the Interest Forums area. OMEP members who are also NAEYC members can use their names as their "log in" and NAEYC member numbers as their "password". Those OMEP/non-NAEYC members that are interested in being provided codes for accessing this site, should contact Flavia Livacic at nicoalej@mi.cl

After logging in, just click on "Global Alliance" under "enter your communities" to enter the Global Alliance Community area.



OMEP's International Study: 0-3 Year Olds in ECE in Eight+ Countries

The idea of this study took shape at the world congress in Melbourne 2004. The research questions of the study are:

1. What is the meaning of play and learning for children aged birth to three years according to their teachers and parents?
2. What is the focus of children's attention over the course of a full day whilst participating in an early childhood education programme?
3. How do professionals who work with children arrange the day and themselves to support children's meaning making in play and learning?



Data were collected through observations of at least five children in five different ECEC programmes. A sociocultural analysis of the qualitatively different themes/categories/meaning constructions that children were involved in is planned/has been undertaken. Researchers in some countries have collected additional data of children in their everyday life in ECEC, thus broadening the sample set. The children's parents and teachers have also been interviewed about play and learning and their child's day in the programme. Stimulated recall was used to elicit teacher thinking about play and children's meaning making through play.

The following countries are participating in this international study: Australia, Chile, China, Japan, Norway, Sweden, Turkey, New Zealand, and the USA. A cultural comparison will be undertaken to find similarities and differences across cultures. Our intention is to publish a book. All royalty payments would go directly to OMEP. Marilyn Fleeer, Monash University, Melbourne, Australia and Ingrid Pramling Samuelsson, Göteborg University, Sweden will both act as editors.

(From OMEP International's web site)

Film Festival Committee Appreciative

The OMEP-USNC Film Festival Committee wishes to heartily thank the panel of experts for their excellent presentations at the NAEYC Conference in December 2005. The discussions that followed and ongoing reflection were remarkable. The presenters were: Joanne Cantor, Catherine Donahue, Diane Levin, Jinny Goldstein, and Kathleen Bailer.

The festival, in its second year, was another success. Edna Ranck is to be commended for her efforts in organizing this, and the committee members for facilitating the follow through. Edna and Carol Darcy have submitted proposals for a replication of the film festival idea at their regional AEYC conference and the International OMEP Assembly in Norway this summer.

Suggestions for films, contacts, and presentation ideas are welcomed by the committee. All help is appreciated. To join this or other committees, contact Gwen Coe,

Phone: 608-342-1294 (work)

608-348-9205 (home)

Fax: 608-342-1133

Children's Day Activity Packets

OMEP-USNC Children's Day Activity Packet for 2005 was not completed by Children's Day, November 20, 2005. It is however soon available on the OMEP-USNC website. Materials from the International Play Association and the Texas Library Association make this packet a compilation of excellent play and literacy resources.

Children's Day Activity Packets from previous years are available throughout the year on the OMEP-USNC website at www.omep-usnc.org.



Call for Cooperation from Guinea

The training I give in Africa sometimes brings cooperation not anticipated at the beginning. And this is what makes international commitments so interesting. As one example, last October 1st I had an e-mail from a person named Moussa Samoura who is presently working for "Save the Children Guinea", in a non-formal education project CCLEE (Combating Child Labor and Exploitation through Education). Following that message, I wondered if OMEP would support this movement and how.

In a following e-mail I told Mr Samoura that I would put this item on the agenda of next OMEP meeting and asked him for some details. He then explained that his team advocates for children 6 to 18 years old and against child labour in Africa. They work in NAFA centres attended by youngsters with no education. These centres offer a training program equivalent to the primary school curriculum to support the transition to vocational training. Their goal is to expand the number of such vocational pathways in order to help these youngsters out of their poverty. This is a good way to support a country committed to the future of its children.

Jocelyne Morin, OMEP-Canada

from the OMEP-Canada Newsletter, Winter 2006

Does OMEP have your email address?

...Have you updated it?

OMEP-USNC uses e-mail to contact members as often as possible. Updating your email address when it is changed is vital to staying in touch. If you have an email address, please share it with your regional representative or send it to Treasurer Milly Cowles, mcowles@bellsouth.net.

Global Issues

If you subscribe to the ExchangeEveryday free daily email newsletter from Child Care Information Exchange magazine, you will have noticed a marked increase in news of global issues. This is thanks to our OMEP President Elect, Edna Ranck, who is gleening news and trends to report to this vast network of early childhood professionals. To subscribe, go to: <http://ccie.com/eed/subscribe.php> To view the latest report, go to: http://ccie.com/eed/news_print.php?news_id=1396

Latin American List Serv for Travel, Curriculum, & News

WISLAS (Wisconsin Latin American Studies) is an electronic mail listserv, designed by the University of Wisconsin-Milwaukee Center for Latin American and Caribbean Studies, to share news/events/opportunities related to Latin America and the Caribbean.

Subscribe for free by going to: <http://listserv.uwm.edu/mailman/listinfo/wislas>

Contact Julie Kline

Phone: (414) 229-5986

E-mail: jkline@uwm.edu

Make UNICEF Your Homepage

Got to <http://www.unicef.org/index.html> and click on the "Make UNICEF your homepage" sentence on the left side of your computer screen. You will automatically view the daily updates UNICEF posts by having this screen be the first onw you see when you enter the Internet. The daily reminder of children's global issues can serve as a point of departure for lauching conversations with colleagues regarding OMEP and its goals.

Planning travel for the OMEP Assembly in Norway? Take a look here for a virtual tour by boat

<http://www.hurtigruten.com/index.asp>

You'll even get seasick!!

Top 10 Cartoons for Children's Rights



*Articles 3 and 9:
A child's right to a protective environment*



Article 19: A child's right to protection from neglect

Cartoons for Children's Rights is a UNICEF broadcast initiative that aims to inform people around the world about



Article 8: A child's right to an identity

children's rights. So far, the effort has forged partnerships with many well-known animation studios that have devel-

oped more than 80 half-minute public service announcements (PSAs).

Each PSA illustrates a right described in the global rights treaty, such as 'Freedom from Child Labour' or 'Protection from Neglect'. All the spots are non-verbal, in order to get the rights message across to everyone, regardless of language. The spots have aired on more than 2,000 television stations globally. The Cartoons for Children's Rights are for both children and adults. With its captivating images and cross-cultural appeal, animation is the perfect tool for informing children about their rights and society about its obligations. By airing the Cartoons for Children's Rights, broadcasters can use their influence to help realize the rights of every child. Contact your local television stations and urge them to air the cartoons. Order at: <http://www.unicef.org/crcartoons/>

The videos are in Real format and may be viewed at: http://www.unicef.org/videoaudio/video_top_cartoons.html



Connecting to Internet Resources



Winter 2006

Report form Newsletter Editor Exciting Collaboration: Media/Graphic Help

OMEP-USNC has been offered help in creating a media campaign. The benefactors are a team of senior graphic consultants and staff from a Wisconsin private college, Concordia University. They are seeking real-life experience for graphic arts and marketing students. Our primary contact, Cynthia Mellendorf, has her own graphics art and advertising agency as well as her Master's in Early Childhood Education. The work for OMEP-USNC will be pro bono.

The students and staff are meeting weekly to brainstorm ideas. The first project they are working on is "tagging" the OMEP logo to mark it as distinctive to OMEP-USNC. Before that happens, they are investigating the copyright restrictions and ownership of the international OMEP symbol so as not to dishonor any agreements.

The students might aim at the CRC for a media campaign for OMEP and the CRC. This is only evolving at this stage but can be of tremendous benefit to all parties. At this point, they are looking for history of the CRC campaign and what the barriers have been to its ratification in the U.S. and are interested in our relationship to the U.N.

The menu of projects are:

- Branding a graphic identity for OMEP-USNC: Developing a logo and look for OMEP, and then carrying that through consistently in every presence OMEP has (website, brochure, newsletter, other print, etc.).
- Membership Brochure

- UN Convention on Children's Rights Posters
- Children's Day Poster, could be an annual one for each November 20
- OMEP Film Festival flyer and poster, annual event at fall NAEYC convention
- Website graphics
- Postcards, series about children

I will keep you posted as this exciting collaboration takes form.

Lita Haddal - Newsletter Editor

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Report from United Nations

Kate Kolchin and I are working on the development of a poetry and song program that the Working Group on Education is planning for April 26th, 3:30-5:30 p.m. at The Family School located on East 47th Street in Manhattan. Presently we are seeking input from the Missions for poetry and songs by and for children from their country. The program is just beginning to take shape with more details forthcoming. We will try to make sure the additional info will be posted on the web page since there will be lots of details!

And, I am in the process of developing a team with Amy Tan and Charlotte Anderson on the NAEYC Children's Global Issues community site. This is really just beginning to get off the ground.

That's it for the moment!

Carol Darcy - United Nations/UNICEF Representative

508/ 759-1799 Home

crdarcy@tiac.net

Children's Day

THEME FOR 2006

THE ROLE OF PLAY ACTIVITIES AND GAMES IN RESPECTING, VALUING, AND SUPPORTING OUR CHILDREN

General Learning Outcomes for Children for Children's Day Activities

1. Children develop a greater understanding of themselves and others.
2. Children strengthen their ability to deal with emotional issues and learn empathy for others.
3. Children gain a sense of belonging to a family, neighborhood, and/or a community.
4. Children have fun and learn to respect their own culture and the culture or different traditions of others.
5. Children learn that all children have basic rights that include the right to play (UN-CRC).
6. Children learn that all children have a right to a home, to their own family or neighbors and friends to care for them and to a nationality- their own country (UN-CRC)
7. Children learn more about the meaning of family traditions, community observations of their friends and groups in their community
8. Children learn various ways to celebrate any special occasion or discovery.

Judith Wagner - Student Chapters Liaison

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E-mail: jwagner@whittier.edu

The Resolutions and Advocacy Committee of the US National Committee of OMEP has chosen a theme for 2006 and developed some general guidelines. The Whittier College student chapter of OMEP-USNC will work with their advisor, Judith Wagner, on a meaningful program of activities for Children's Day, November 20, 2006.

Play activities and games that support selected articles from the UN Convention on the Rights of the Child will be prioritized. Other activities will reinforce those values of the family, culture, nationality, and religion that support and value children. Many activities fall into both categories. These activities will also help children learn to respect, value, and support others as well as themselves.

It is hoped that these play activities and games can be featured throughout the year on the OMEP-USNC website, at conferences, and in our newsletters. Included will be activities for children ages birth to three (supporting World OMEP's current focus), others for preschoolers, and others more appropriate for children ages five to eight. Parents, teachers and significant adults in a child's life will be able to adapt activities for their setting. The culmination of the program will be the celebration of USNC-OMEP Children's Day on November 20, 2006.

The goal is for the program to be dynamic so please send your suggestions for games / activities to the OMEP-USNC Resolutions and Advocacy Committee to:

dorothysailor@juno.com, or
OMEP Children's Day
c/o Dorothy Sailor
2255 Skyline Drive
Fullerton, CA 92831-1103

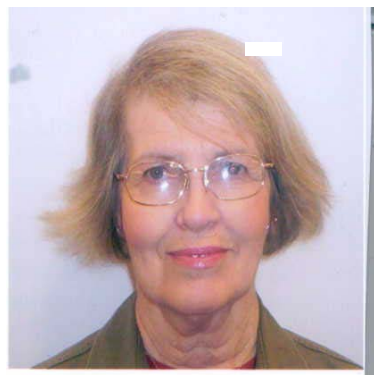
Dorothy Sailor - Resolutions & Advocacy Chair

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Presenting Our New Board Members

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Representative for Region IV

Dr. MaryAnn Manning



Vice-President,

2nd term

Dr. Carol Darcy



Representative for Region II

Dr. Lynn Staley



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You will note in the list of OMEP contacts under Regional Reports, the addition of several State Liaison Leaders. The goal is to have a Liaison Leader for each state who together with the Regional Representatives create regional teams. If you would like to volunteer for this position in your state, contact your Regional Representative. The responsibilities of a State Liaison Leader are outlined in the OMEP-USNC Bylaws as follows:

1. Serve as a coordinator for OMEP-USNC activities in the state and provide visibility for and implementation of OMEP goals. Distribute information about OMEP-USNC at conferences and meetings sponsored by related organizations. Present about OMEP-USNC as an organization and in relationship to OMEP-USNC goals and objectives to community groups and at early childhood conferences.
2. Organize or assist with at least one OMEP activity annually, such as:
 - a. A mini-conference or event connected to another professional event;
 - b. An advocacy activity;
 - c. An OMEP-USNC publication;
 - d. A service activity relevant to OMEP goals; or
 - e. Another activity as suggested by the Governing Board or Executive Board or other members.
3. Provide communication between the membership and the Governing Board, and forward a report of state activities to the Regional Representative prior to each USNC Newsletter copy deadline.
4. Recruit membership in OMEP-USNC.

2006

OMEP-USNC Board

2006

OMEP-USNC Board

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2006

OMEP-USNC Board

From Carol Darcy, Vice-President to
OMEP-USNC Regional Representatives

The following chart is a reference guide, outlining the scope of responsibilities for the Board and Regional Representatives during a calendar year.

One very important ongoing task is to keep your Region membership database updated. The Treasurer maintains a list of current members, which is forwarded annually. However, to ensure ongoing communication, Regional Reps are asked to verify the contact numbers regularly since phone contact and e-mail will be the ways to avoid interruptions or lose contact with members.

CALENDAR OF RESPONSIBILITIES AND CHECKLIST

	<i>Responsibilities and Initiatives</i>	<i>Date Completed</i>
<i>January</i>	<ol style="list-style-type: none"> 1. Renew personal membership 2. Two to three weeks after receiving your initial membership notice: Begin phone contacts to members in your Region. <ol style="list-style-type: none"> A. Membership renewal B. Update contact information and forward any changes to Treasurer—Milly Cowles. C. Inquire about their involvement in professional activities that reflect and support the OMEP mission and goals. • When contacting members, please compile a list of reasons why a member is opting “not to renew”. Forward your data to Vice-President, Carol Darcy crdarcy@tiac.net • The phone contact information gathered is relevant when preparing your Region report for the Spring Board Meeting and summarizing information about Regional activities for your Spring Board Meeting Report and the inclusion in USNC newsletter. 	
<i>February</i>	<ol style="list-style-type: none"> 1. Complete phone contacts with all members in Region. 	
<i>March</i>	<ol style="list-style-type: none"> 1. Compile information gathered during Jan. and Feb. phone contacts with members, sending copy to President and Newsletter Editor, Lita Haddal, lita.haddal@dpi.state.wi.us, summarizing information about membership activities gathered during phone contacts with members. 2. Summarize recruitment information, including reasons why past members do not wish to renew their membership to Vice-President summarizing. 3. Expect notification from President outlining Spring Board Meeting, dates, location and tentative agenda. 	
<i>April</i>	<ol style="list-style-type: none"> 1. Begin preparation of Regional Report for presentation at Spring Board meeting. If unable to attend, email report to President. Email copy to Newsletter Editor. 	
<i>May</i>	<ol style="list-style-type: none"> 1. Complete Region report for distribution and discussion at Spring Board Meeting. 2. Attend Spring Board Meeting. 	
<i>June</i>	<ol style="list-style-type: none"> 1. Contact members to learn about their activities. Maintain records of all initiatives. 2. Ask members to verify mailing addresses and forward any changes to Treasurer. (Updated information helpful for the upcoming Fall elections.) 	
<i>July</i>	<ol style="list-style-type: none"> 1. The Vice-President contacts Regional Reps to assist with the election preparations for a given year. 2. Send e-mail to Vice-President summarizing recruitment activity since March. 3. Send updated mailing address information to Treasurer. 4. Forward Regional activity information to Newsletter Editor. 5. Participate, as needed, with the Election Committee in development of the annual election slate. 	

August

September

1. Receive notification from the Election Committee regarding the upcoming election timeline.
2. Begin phone contacts to members in Region 2-3 weeks the OMEP-USNC Election ballot,, reminding all to return their ballots.
3. Continue to initiate phone contact with members:
 - A. Update information about on-going activities and new ones getting underway.
 - B. Inquire about members' plans to attend NAEYC national conference. (Detail information about OMEP-USNC activities during NAEYC conference are forwarded to you via e-mail by the President.)
 - C. If members are planning to attend NAEYC national conference in November. Compile a list of members who plan to attend NAEYC national conference. **Forward list to President *** (Information will be helpful when planning for refreshment, etc.)
 - D. Promote activities in support of World Teacher's Day— October 5th.
 - E. Promote OMEP-USNC sponsored Poster Session scheduled during NAEYC conference and remind members about October submission deadline.
 - F. Remind members about Election ballot deadline.

October

Continue Phone contacts:

1. Follow-up with members who indicated that they were making plans for World Teacher's Day. Include activities in Regional report.
2. Contact members who have submitted Poster Session proposal, to congratulate and offer support (Poster Session chairs will notify Regional Reps about Region member intending to participate.)
3. Inform members about OMEP Children's Day—November 20th. Information will be forwarded by President.

November

1. Attend Board Meeting held during NAEYC National Conference. (Wednesday evening 5-9PM)
2. Participate in OMEP-USNC sponsored activities during NAEYC conference.
3. Send Regional activity information to Newsletter Editor.

December

1. Send e-mail to V-P summarizing recruitment activity since July and plans for the coming year.

Al Capp, creator of the famous comic strip Li'l Abner, was one day invited to a university to give a lecture to the students. Before he could begin speaking to the large group assembled in the auditorium a very unkempt-looking student at the back shouted a vulgar word at him. The word rang in everyone's ears. There was a shocked silence but Capp, keeping his composure, said, "Now that you've given us your name, what's your question?"

Think globally,
Act locally.

-Carol Darcy
OMEP-USNC Vice-President

From Leah Adams,
USNC Liaison with UNESCO (Paris)

Dear USNC members,
As you may know, I continue to be a reviewer for the UNESCO Child Development Briefs. The most recent, Brief #31, is now posted on the UNESCO website. It gives an overview of the global situation for preschool education and I think you will find it very sound reading.

UNESCO Child Development Brief No. 31
direct URL:
<http://unesdoc.unesco.org/images/0014/001439/143986E.pdf>
(English)

During a February visit to New Zealand, the Auckland Chapter of OMEP New Zealand invited me to speak to their group. They had excellent turnout and it was a pleasure to spend time with their group. Margaret Nicholls, the OMEP New Zealand representative to the 1999 International Symposium in Zurich introduced me and in her introduction she had high praise for the Symposium. There are many of us who regret that there are no funds available for a follow up! A reminder: The proceedings are available to all and can be downloaded from: <http://www.ecec21.org>

I will be speaking to Buenos Aires OMEP members on March 8 and to two groups in Santiago, including OMEP members, on March 23. As Lynne Jasik of OMEP Israel puts it, I seem to have "flunked retirement" but as long as I can be useful to any OMEP group, I'm pleased to put forth a bit of effort.

The forthcoming book on *Global Migration and Education: Schools, Children and Families* can be preordered at a 20% discount from Lawrence Erlbaum Associates, <http://www.erlbaum.com/>. The chapters are from 14 countries on five continents and at least seven of the authors are OMEP members, including my co-editor Anna Kirova of the University of Alberta, Canada. Get in touch with me if you would like to have a flyer with the table of contents and the discount instructions. (leah.adams@emich.edu)

All the best to all,
Leah

[Editor's note: Leah Adams has served OMEP most recently as its World Vice-President to North America & the Caribbean and was President of OMEP-USNC from 1994-1997. Her most recent email was sent from an Internet cafe in Buenos Aires! She shares, "So sorry I didn't get right back to this. It didn't take long but as you can probably guess, I felt I needed to concentrate on the preparation of the upcoming speeches- OMEP in Buenos Aires on March 10; five lectures for the cruise; two talks for Santiago equals eight speeches and eight different PowerPoints." As she said...she has "flunked" retirement! Her UNESCO report should perhaps be named...Where in the World is Leah Adams?]

**Volunteer now to help build an active
OMEP network nearby!**

Seeking State Liasons for Michigan, Ohio, Indiana!

Make friends...

Meet colleagues...

**Find the passion in opening the eyes of
others to the world's children!**

Help.

Introducing Illinois' new State Liaison Leader, Dr. Cathy Mogharreban! She will be working to build connections between OMEP members in Illinois. Cathy was formerly treasurer for OMEP-USNC. She is a professor of early childhood at Southern Illinois University, Carbondale. Call her with your ideas for building membership in Illinois and for help sharing information about OMEP and children's global issues at your meetings and conferences.

Phone: 618-453-4246 (work)

618-549-5880 (home)

E-mail: cmogh@siu.edu

Sharon Burow is the Wisconsin State Liason Leader. She is a professor of early childhood teacher education at Wisconsin Lutheran College, Milwaukee. She has exciting exchange programs perculating with Hungary and Grenada. Her motto is "Do make a positive impact on others today!"

Phone: 414-443-8991

E-mail: sharon.burow@wlc.edu

New Representative in Region II Offers Help

I would like to extend my sincere appreciation to you all for the opportunity to serve as your OMEP Representative for the Great Lakes Region II.

While we would all agree that our mission is to educate and advocate on behalf of the world's children, we would also recognize that we must educate ourselves first before we can educate others. It sounds easy but finding concise and helpful information is sometimes very difficult. Therefore, I would like to invite those who are interested in learning more about children's issues, to send your email address to me at lstaley@bsu.edu and I will be happy to forward to you e-newsletters as I receive them. For example, UNICEF and NETAID provide some excellent and concise articles describing the specific issues children are facing today.

As a closing thought, I would suggest that you consider choosing the UNICEF website as your home page. It is a quick way to stay up to date every time you turn on your computer.

I look forward to hearing from those of you in Region II.

Lynn Staley, Region II Representative

Early Childhood Education

Ball State University

Muncie, IN 47306

Phone: 765-285-8568 (work)

765-644-0409 (fax)

E-mail: lstaley@bsu.edu

GREAT LAKES

Indiana

Illinois

Michigan

Ohio Wisconsin

Regional News - Region II

Dear OMEP USNC members,

It is with deep emotion that I am writing this first column opening my term as OMEP Vice-President for North America and the Caribbean. First of all, I want to thank Leah Adams, my predecessor in this position, for her faithfulness in keeping us posted on the world news of OMEP during all her term and for her support and good advice to me.

Our region covers a wide territory, but a small number of countries: Canada, United States of America, and Haiti. The challenges facing the field of early childhood education are very different, according to each country's context. But everywhere the same quality of commitment towards young children and their families is found among OMEP members.

The last UNICEF report *The State of the World's Children 2006*¹ provides information outlining the enormous gaps across these three countries. For instance, on one of the main indicators used by UNICEF, the under 5 mortality rate (U5MR) Haiti is ranked 117th with a rate of 40 deaths for 1000 live births; U.S.A. is 152nd with an 8/1000 rate and Canada 162nd with a 6/1000 rate.

According to this report: "governance failures result in children becoming more excluded from essential services. Children living in countries that are unable to implement national development strategies to meet the MDGs (Millennium Development Goals) will be among those most at risk of missing out on whatever benefits are derived from the Millennium agenda. One such country is Haiti, already the poorest country in the Americas by most indicators and plagued by political violence for most of its recent history. The country has seen a further deterioration in child well-being amid the political turmoil of the last two years. Access to education has been affected by hikes in school fees, and some 60 per cent of rural households still suffer from chronic food

insecurity, with 20 per cent extremely vulnerable"(p.25). Violence has even directly hit our Haitian colleagues last spring, as I read in their annual report.

Nevertheless, the UNICEF report also shows that the situation of children is not necessarily secured by their country's wealth. For example, the U.S.A. has one of the highest gross national incomes per capita in the world, yet that country has one of the lowest ranks of the industrialized countries for the U5MR, and other UNICEF indicators. Even if Canada looks rather good in these general statistics, it is worth remembering that, like many industrialized countries that made this commitment, it lags behind its stated timeline for the fight against children's poverty in Canada. Also noteworthy is the disastrous situation of many children from the Canadian First Nations communities, as we were reminded last fall by the scandal about the contaminated water on a reserve in Ontario and the third world conditions experienced by a Quebec community in this 21st century. No doubt these children are some of the "excluded and invisible" children described in the UNICEF report, as they are lost in the country's general data.

The personal goal I wish to achieve during my term is to faithfully represent the interests and concerns of each national committee and to support communication among all of these as well as with committees from other world regions in order to better support and help each other. Two recent events in OMEP-Canada show the relevance of such a goal.

Our colleague Joyce Waddell-Townsend has just launched a book telling the story of the "Children Visiting Prisons" Project. The idea of this wonderful initiative began when Joyce read an article in *Young Children* (a journal published in the U.S.A, as you know), many years ago. First established in Western

Canada, where it mainly welcomed children of First Nations inmates, “Children Visiting Prisons” is now firmly established in the “Capital of Canadian Prisons” (i.e., the Kingston area in Ontario) and has recently started in a Quebec institution. Since then the model has been an inspiration for Scandinavian and Australian colleagues and the team is also in contact with British people as well as a Belgian network. This project would not have been possible without the communication I mentioned above.

(Footnotes)

¹ *The State of the World's Children 2006: Excluded and Invisible*. New York: UNICEF, 2005. Available in pdf format on UNICEF website: www.unicef.org

Madeleine is also OMEP-Canada's Newsletter Editor. Her first language is French. She may be contacted at:
Madeleine Baillargeon
1040 du Parc Québec, Qué.
G1S 2W5 Canada
Phone: (418)527-5074
E-mail: mbaillargeon@videotron.ca



In Memorium

by Madeleine Baillargeon

A sad event also underlines the importance of the solidarity that this communication makes possible. The loss of our colleague Denise Garon, a great Canadian child play specialist, brings back the memory of her engagement in the international toy lending library project in Latin America. Here again the idea first came from abroad (i.e., from the European toy lending libraries). Denise developed a system to classify toys and play materials which was used in the Latin America project. This project keeps inspiring others, such as the OMEP-Haiti toy lending library¹ and others in Rwanda and Rumania. Without OMEP's structure and its culture of solidarity, these actions, crucial for the “excluded and invisible” children in these environments, would not have been possible.

For a long time I have believed in the potential of OMEP to foster solidarity and mutual support and this is why I have continued to be a member. I wish all of us a productive year 2006 in this regard and in all aspects of our work with young children and their families.

(Footnotes)

¹ As a tribute to Ms. Garon's work, some Canadian members made a donation dedicated to the Haiti toy lending library in Denise's name. If you wish to follow this example, please feel free to contact me. I will be happy to tell you how to proceed.

Winter 2006

North America & the Caribbean

St.John's College-



Sightseeing-



The hotel-



An Unforgettable Experience:

The OMEP Regional Conference in Prague

The conference in Prague was very interesting and a meaningful experience for me. The theme of the conference was “New Perspectives in Cognitive and Intercultural Learning: from Preschool Education to Information Society”. Dr. Fellner, his colleagues, and his students from the St. John’s College organized the international conference in a very personal way. Although the conference was a small conference, it was a successful meeting. We had people from Australia, Canada, Turkey, France, Italy, China, England, Slovakia, Finland, Japan, South Korea, the United States and many from the Czech Republic. The opening ceremony was at the St. John’s College with student’s orchestra and a lot of food and wine. The college was very unique, and beautiful, and was located in a small village about 35 miles from Prague. The main session presenters were from Hong Kong, Czech Republic, Italy, Canada and myself from the United States. Our discussion was focused on Literacy, Cognitive Development, Multicultural Education, Leadership, and on other issues in Early Childhood Education. The conference site in Prague was equipped with highly technological machines, and the organization provided simultaneous translation. As a result, we were able to communicate and exchange our views. We had the conference dinner at a beautiful restaurant overlooking the city of Prague. It was an unforgettable view of the city of Prague. We shared and exchanged our views in early childhood education for four days, and promised to continue our discussions in the future years of OMEP conferences.

In addition, I have two memorable experiences in Czech Republic. Japanese colleagues, a South Korean colleague, Chinese colleagues, and I stayed near the St. John College for nine days. The hotel was originally an elementary school, the hospitality of the hotel owner was outstanding and the meals were excellent and very reasonably priced. One day we missed the bus to go to the Conference. The hotel owner drove us to the Metro train station. Unbelievably kind! It must be Czechoslovakian hospitality! Without any questions, the city of Prague was extremely beautiful, historical, and the nation of the Czech Republic preserved its beauty so well for many years. Unfortunately, the Chinese professors and I encountered pickpocketing on a metro train. The Chinese professor from Hong Kong lost money and a passport. Luckily, I fought back against the pickpocket. Although we had minor incidents, I had one of the most meaningful conferences in the unforgettably stunningly beautiful city of Prague.

Noriko Saito

Email: nsaito@exchange.calstatela.edu





Teaching to Transform the World: Building Preschools in Banda Aceh, Indonesia

By Jerry Aldridge, University of Alabama at Birmingham

[Editor's Note: Jerry Aldridge is past president of OMEP-USNC, 1998-2000. When he learned of the OMEP Tsunami Appeal last March, 2005, he responded that he would turn this into a student project. The results are marvelous and testimony to the adage, "each one - teach one" and we will change the world.]

"For \$1600, a preschool could be built or rebuilt...By the end of the summer there was enough money to construct two preschools."

Every spring I teach a graduate course called *Problems and Issues in Education*. All students enrolled in this class have a master's degree and are working toward sixth year certification or the educational specialist degree. Three years ago, I decided that this course would be built around transformational projects. We would all work in this class to make a difference in the world. While students have to develop and implement an individual, class, and community project, they also have to participate in a transformational project developed by all of the students in the *Problems and Issues* class.

In January of 2005 my students, after much discussion decided to focus on the tsunami ravaged area of Banda Aceh, Indonesia. As it just so happened, I have friends who are native Indonesians and worked with Dr. Rata Megawangi, director of the Indonesia Heritage Foundation. This is a non-profit, non-religious, non-governmental organization with one of their objectives to provide comprehensive preschool experiences to children in Indonesia.

Because this was a class project and not *my* project, a member of our class volunteered to contact Dr. Megawangi to ask in what ways we might help the children, families, and teachers of Banda Aceh. Meanwhile, the class brainstormed ideas about what they thought might be needed. They listed things like school supplies and clothes.

The next week we heard from Ratna Megawangi. She requested websites that might help in terms of counseling and supporting the children, families, and teachers who had lost so much—many of them everything. This created a lot of disequilibrium in my class. They began to examine their list of ideas and what was requested. Many questions arose. Some asked, "Why can't she just surf the internet and find websites?" Others reflectively suggested that it was perhaps Dr. Megawangi was dealing with tremendous responsibilities and working to help an area who had lost over 150,000 people in one day.

As students began to consider their own ideas, they began to realize how inappropriate some of them had been. School supplies were not needed at that time because the schools had been

destroyed and many of the children and teachers killed. Banda Aceh is in a tropical climate and even if we were able to send clothes, many of them would have been inappropriate.

As time went on, students became concerned that the websites we were contributing might be culturally inappropriate for the Banda Aceh context. Even though we realized Dr. Megawangi would probably realize this, we sensed an obligation to remind her of this or that we were aware of this fact.

Over time, Dr. Megawangi told us of specific activities she was involved in. For example, for \$1600, a preschool could be built or rebuilt. While this was not a project for my class, members of the class discussed this outside of class. In June, 2005 many students in my class were attending the Mid-South Literacy Institute and the director, who had heard of our project, suggested we collect money to build a preschool in Banda Aceh. By the end of the summer there was enough money to construct two preschools.

Dr. Ratna Megawangi, the Director of the Indonesia Heritage Foundation, has developed “A Comprehensive Model of Character-based Holistic Education for Preschool Children in Poor Communities” of Indonesia. I am sure she would be glad to share a copy with anyone who is interested. She can be reached at ihf.rmegawan@eudoramail.com.

So, what is the point of this story? When I was president of OMEP-USNC many people asked how OMEP-USNC could have a difference in the world? After many years of teaching, I learned what most of you already knew, and that is we have to start in our own classrooms. I would be interested in hearing about your experiences with transformational teaching and how your students are working to make a difference in the lives of young children in the world!

Everything I Ever Needed to Know I Learned From a Global Early Childhood Experience

Five little boys stood by the corner of the building, looking into a pail. The pail was positioned at the bottom of the down spout leading rainwater from the roof of the child care center. The steady stream of water provided an ongoing supply of interesting debris as leaves and sticks pushed against each other, vying for the limited space in the top of the overflowing bucket. The boys excitedly leaned over the flow, heads together, chattering about what they saw. Periodic whoops and murmurs erupted simultaneously from the group. The boys were clad in rain gear; jackets, pants and boots. Hoods up, each boy held a stick, gesturing and pointing to the floating objects creating such interest. If the action became too tame in the pail, one of them would reach into the reservoir and stir the content. The sticks and leaves in the pail swirled faster and the boys reacted with more whoops of satisfaction.

This play lasted for over 2 hours! The little Hmong boys were so engaged in the spectacle of water current that they returned to this play and its limited equipment for four more days during outdoor play. When the sun shone again, they sought out pools of standing water and recreated the play with leaves, sticks and objects found nearby, tossing them into a single pail and stirring the water, while again gathered in a huddle to watch the action together.

I could not understand their words, but the value of the play was evident. Other children left their own play for brief periods to stop and wonder at the water play. The beauty of the situation was that staff left them undisturbed to explore the magic of this natural marvel. Staff observed and supported the play by not interfering and by allowing a long uninterrupted play time. In fact, as staff watched, they became as mesmerized by the play as the children were by the water. No adults voiced a moral to be drawn, an outcome to be reached, a product to behold, a rule to be followed. Exploration was the goal and joy was the outcome. How simple, how adequate.

Lesson to remember:

As we struggle with the complexities of providing quality child care, we must never forget the simplicities.

by Lita Haddal, a memory of multicultural play in a Norwegian child care center

It is perverse that a nation so rich should neglect its children so shamefully. Our attitude toward them is cruelly ambivalent. We are sentimental about children but in our actions do not value them.

We say we love them but give them little honor.

- Richard B. Stolley, U.S. editor and child advocate. "Our Future Depends on How We Treat Children," *Money*, May 1995.



We Deserve Birthdays

By Muhibb Dyer

from The Children Are Crying 2006 Calendar: No More Shrines.

Once upon a time in a galaxy on a block near you,
An 8 year old girl is having a midlife crisis.
A 12 year old boy just finished
His last will and testament.
In it, his 3 little brothers equally share the rights
To his video games and tennis shoes.
Because he knows for certain that his life expectancy
Is 18 years old on Center Street.

Who will give our children their birthdays back?
Who will make sure that they blow out candles
Instead of bullets blowing out their backs.

Who will make sure that their dream
Of a long and happy life
Is giftwrapped in love and presented to them.
Instead of their lifeless bodies
Wrapped in white sheets being presented to a morgue?

Who will give our children their birthdays back?
That special day we all look forward to
Or life is not worth looking forward to.

How about we do more than close our eyes and wish
For the nightmare that our kids live to disappear?

Let's give them the greatest party ever!
One with balloons, party hats and a cake with these
Words written in peace:

"Congratulations my child, you are our future, and that means you
do not have permission to die before your
excellence is realized. Live long and prosper.
Happy birthday & many more."



Compared to other industrialized countries, the United States ranks...

25th in infant mortality

13th in the gap between rich and poor children

22nd in low birth weight rates

18th in the percent of children in poverty

(Work & Family Life, February 2006;
workfam@aol.com)

US children under 15 are 12 times as likely to die from gunfire as children in the 25 other industrialized countries combined. (Centers for Disease Control
(www.cdc.gov))

Recommended Reading & Resources

Tumbling Over the Edge: A Rant for Children's Play. Bev Bos & Jenny Chapman. Roseville, CA: Turn the Page Press, 2005. Although babies are born with the innate desire to explore, as they grow, far too many children are prevented from running and discovering through natural activities. Children's play is most often directed by the rules and constrictions of adult-led play time and procedures. This book is intended to make adults rethink the environment and reconnect with authentic childhood experiences by supporting children's play wishes. ISBN 0-931793-02-5

The Bilingual Book of Rhymes, Songs, Stories and Fingerplays. Pam Schiller, Rafael Lara-Alecio, and Beverly J. Irby. Gryphon House, Inc: Beltsville, MD, 2005. Over 450 selections in Spanish/English. ISBN 0-87659-284-1

Kids Around the World Create! Arlette N. Bramann. New York: John Wiley & Sons, 1999. Crafts and activities from many lands. ISBN 0-471-29005-X

The Muppets Big Book of Crafts. The Muppet Workshop. New York: Workman Publishing, 1999. 100 great projects drawing on the trade secrets of the creative Muppet Workshop depicted with colorful photos. Guaranteed to make you laugh. ISBN0-7611-0526-3

Charting Parenthood: A Statistical Portrait of Fathers and Mothers in America. May, 2002. Report. While most parenting statistics have focused only on mothers, this report looks at what we know about both parents, offering a more complete picture of family life in the United States. *Charting Parenthood* offers data on more than 40 indicators of parenting, fertility, and family formation, produced by Child Trends under a grant from the Ford Foundation, with additional support from the National Institute of Child Health and Human Development (NICHD) and the Administration for Children and Families of the U.S. Department of Health and Human Services (ACF/DHHS). Available as a free PDF download at <http://www.childtrends.org/portalcat.cfm?LID=02D6BF87-8C2A-407D-BA412F08FC47869E&CID=35C0D4E0-7E24-473C-A2BA891C4C598D21> or can be purchased (\$45) on Child Trends' publications page at www.childtrends.org

Children in Prison: A History of the Development of Programs for Children Visiting Family Members in Prison, by OMEP-Canada colleague Joyce Waddell-Townsend, will soon be available. "It is a personal story by the originator of that great project. Filled with emotion and relevant information!" (OMEP-Canada Newsletter, Winter 2006). Contact: OMEP-Canada, PO Box 37, Montreal North (Quebec), H1H 5L1
E-mail: omep-canada@sympatico.ca

The latest issue of the *International Journal of Early Childhood*, vol.37, no 3, is dedicated entirely to children's rights; its seven articles are all on various aspects of research and practice related to children's rights. This is an issue of importance to International OMEP, which was one of the participating NGOs in writing the Convention on the Rights of Children, adopted by the United Nations in 1989, but especially so for us in OMEP-USNC who strive yet to see the CRC ratified by our country.



The Convention on the Rights of the Child: Mobilizing Communities for Ratification

**The Campaign for US Ratification of the Convention on the Rights of the Child Summit
American University in Washington DC
May 18–20, 2006.**

The Summit Planning Committee expects this conference to be a forum for a dynamic and diverse gathering of non-governmental organizations, government officials, the private sector, child rights advocates, scholars, religious organizations, parents, youth, students, and others committed to promoting US Ratification of the UN Convention on the Rights of the Child (CRC). In addition to morning and afternoon plenary sessions, an integral feature of the Summit will be interactive workshops, panels, and artistic presentations organized by and for the national child rights community. These meetings will share best practices for advancing children's rights, offer skill building opportunities, provide organizing strategies and much more.

"A Time for Ratification" is the title of the keynote address. Workshops promise to be exciting:

- 1) Introduction to the CRC
- 2) How the CRC is Compatible with US law
- 3) Artistic Presentation Focusing on an Aspect of Children's Rights
- 4) Impact of US Ratification on US children
- 5) What is Happening on the CRC in Your State?
- 6) Positive Impact of the CRC in Other Countries
- 7) Understanding the Government's Position on the CRC
- 8) Impact of US Ratification on US Children
- 9) Accountability of Signatories: Function of the UN CRC Committee
- 10) Opposition to the Convention: Exploring Counter-Arguments and Seeking Clarification
- 11) Legal Aspects of Reservations, Understandings and Declarations
- 12) Accountability of Signatories-Function of the UN CRC Committee
- 13) Organizing for Child Rights: Mobilization Strategies on the Local, State or National Level
- 14) Mobilizing Faith-Based Groups for Ratification
- 15) Mobilizing Youth for Ratification
- 16) The Role of Parents in Advocating for the CRC
- 17) Artistic Presentation on Mobilizing Communities to Act
- 18) Best Practice Models for Advancing Child Rights
- 19) The Role of Academia in Advocating for the CRC

The after-dinner Children's Theater Company presentation: "A World Fit for Us", will prepare participants for a late night Drafting Session for the Declaration and Plan of Action.

Registration March 1 –April 21, 2006

- \$250 per adult
- \$175 per student and persons age 65 and older
- Groups of 10-19 will receive a 20% discount off their total registration fee
- Groups of 20 or more will receive a 30% discount off their total registration fee

Registration includes opening and closing plenary sessions, workshops, refreshment breaks, and complementary parking passes.

For further information, please check the website: www.childrightscampaign.org

**ACEI OMEP Breakfast
Friday April 14
7:30 am - 8:45 a.m.**

**Speaker: Deborah Young
“A Culture of Peace in Nicaragua”**

**ASSOCIATION FOR CHILDHOOD EDUCATION
INTERNATIONAL (ACEI) ANNUAL CONFERENCE:
EMBRACING A CONFLUENCE OF CULTURES IN THE
EDUCATION OF CHILDREN
APRIL 12-15, 2006
SAN ANTONIO, TEXAS**

The Integral Program Educating with Love and Tenderness (PIEAT), an early childhood care and education program, is an agent for change in war torn communities of Nicaragua, creating a culture of peace through community development.

Deborah graduated from University of Colorado with a combined BFA, BA and BS in education, photography and social sciences and began her career life as a juvenile probation officer with the Boulder County Sheriff's Department. She then taught art at Boulder High School for a year before being drawn into her lifelong commitment to early childhood education and the needs of the poor.

She also has a MA in foundations and curriculum development and an EdS in leadership, Policy, and administration. She currently is an Associate professor at Naropa University, Boulder, Colorado, involved in research in rural and urban areas of Nicaragua using early childhood education and peace education as a foundation for community development programs.

Submit \$41.00 with conference registration fee.

MENU

“TEXAS TOAST”

**THICK TEXAS STYLE EGG TOAST WITH MAPLE SYRUP
CRISP BACON OR SAUSAGE LINKS
CHILLED ORANGE JUICE
BASKET OF ASSORTED FRESH PASTRIES
BUTTER & FRUIT PRESERVES
FRESHLY BREWED STARBUCKS REGULAR &
DECAFFEINATED COFFEE
SELECTION OF INTERNATIONAL HOT TEAS**

**August 7-11
Tromsø, Norway
The OMEP 2006
World Assembly**

The Little Great Researcher, OMEP Seminar, following World Executive and World Assembly meetings, August 6 to 10. New deadline for presentation proposals: March 15, 2006. Please send proposals to Norwegian OMEP, Box 15, Roa, N0701, Oslo, Norway, or by e-mail to annehaag@broadpark.no
Deadline for reduced registration: May 1st
www.omep.no

**March 20 - 21, 2006
2006 INTERNATIONAL EDUCATION ANNUAL
CONFERENCE: *Education Across Six Conti-*
*nents***

Madison, Wisconsin

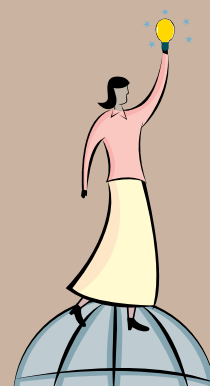
Friends of International Education/ Wisconsin Council for Social Studies/ UW School of Education

Web site: <http://www.education.wisc.edu/elpa/conferences/iec/2006/index.shtm>

E-mail: bowles@education.wisc.edu

A unique conference for the integration of international issues into the regular classroom—featuring several in-depth workshops, a Friday evening reception and program, three keynote speakers, and 12 Saturday panel presentations, and nine roundtable idea exchange sessions. This conference brings together teachers, administrators, and higher education specialists to provide networking, leadership, and resources for bringing the world to classrooms.

Registration includes two breakfasts, two lunches, all sessions and workshops, two keynoters, and exhibits. The International Education Conference website has information on the program including the international / global sessions, workshops, keynoters, lodging, and registration forms. On-site registration is \$125, 1-day \$85 Student/Retired \$25.



International Conferences

March 19 - 22, 2006

VIOLENCE IN THE LIVES OF CHILDREN AND FAMILIES

Banff, Alberta, Canada

38th Banff International Conference in Behavioural Science E-mail:

ray.peters@queensu.ca

Web Site: www.banffbehavsci.ibc.ca

March 23 - 25, 2006

3RD INTERNATIONAL CONFERENCE ON READING AND WRITING

Morelia, Michoacan, Mexico

Sponsored by World Association of Early Childhood Educators (AMEI-WAECE)

Phone: (011) +34 91 501 87 54

Web Site: <http://www.waece.org/morelia/ingles/index.htm>

E-mail: comunicacion@waece.org

April 1, 2006

PROTECTING THE SPIRIT OF CHILDHOOD: School Readiness through Meaningful Literacy, Nurturing Relationships, and Play
Davis, California

Presented in collaboration by Rudolf Steiner College/UC Davis Center for Excellence in Child Development/UC Davis Childcare Work Life, Child Care and Family Services/Yolo County Child Care Planning Council/California State University Sacramento

Phone: 415-867-1927

Web Site: <http://www.steinercollege.edu>

E-mail: RosarioVillasanaRuiz@msn.com

Hear from Dr. Bruce Perry, M.D., Ph.D internationally recognized authority on brain development and learning. Workshops Spanish/English Bilingual explore the risks of asking children to master skills before they are neurologically and developmentally ready. Explore why so many American children suffer from learning and behavioral challenges; reconnect to research-based approaches that nurture a love of learning and children's emotional/cognitive health; receive powerful support if you are concerned that the child's legitimate play, movement, and learning needs are being set aside too frequently in favor of a "push- down" curriculum.

April 6 - 9, 2006

GLOBAL ENTREPRENEURSHIP CONFERENCE 2006

Rio de Janeiro, Brazil

Sponsored by Tomorrow People Organization

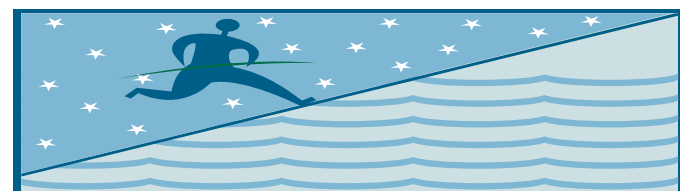
Phone: 202-306-6580 (Washington, DC)

Web Site: <http://www.tomorrowpeople.org/GEC/welcome.htm>

E-mail: Ivana Tasic-Nikolic, Conference Coordinator

ivana.tn@gmail.com

This exciting event is open to everyone - from students and scholars to aspiring and accomplished business entrepreneurs, NGO, governmental and corporate representatives, and others interested in the field of entrepreneurship.



April 11-13, 2006

PHYSICAL ACTIVITY, NUTRITION, AND HEALTH

Havana, Cuba

Organized by the Pan-American Health Organization/CARICOM/and other Cuban organizations

Patronized by the World Organization of Special Education, the Iberico-American Association of children psychomotricity, the Iberico-American Federation of prenatal and early stimulation, UNICEF, FAO, OMEP Cuba and the Ministry of Public Health of the Republic of Cuba.

Contact: Dra. Gladys Bequer Diaz,

Phone: (537) 57-7054; (537) 54-5001, ext.166

E-mail: convencion@inder.co.cu

(or) varadero@inder.co.cu

April 12 - 15, 2006

ACEI: EMBRACING A CONFLUENCE OF CULTURES IN THE EDUCATION OF CHILDREN

San Antonio, Texas

Sponsored by Association for Childhood Education International (ACEI)

Phone: 800-423-3563

Web Site: <http://www.acei.org/confex03.htm>

E-mail: conference@ACEI.org

ACEI, the oldest professional organization in the world dedicated to the development of the child, from infancy through middle childhood, is dedicated to promoting the inherent rights, education, and well-being of all children in school, home, and the community. Network with over 1,000 early and middle childhood educators from such countries as Korea, China, Jamaica, Mali, Canada, Ghana, and the U.S. at more than 200 workshops and panel discussions led by internationally and nationally renowned experts in the fields of early and middle childhood education.

April 28 - 30, 2006

EARLY CHILDHOOD COUNCIL ANNUAL CONFERENCE

Rotorua, New Zealand

Sponsored by Early Childhood Council New Zealand

Phone: (011) +64 9 965 2011

Web Site: <http://www.ecc.org.nz>

E-mail: admin@ecc.org.nz

New Zealand's largest annual conference for early childhood professionals. Three full days of forums, keynotes, workshops, trade exhibits, networking and social events in one of New Zealand's most popular tourist destinations.

May 6, 2006

MACEWAN'S CHILDCARE CONFERENCE

Edmonton, AB, Canada

Sponsored by Grant MacEwan College Phone: 780-497-4699

Web Site: <http://www.childcare.macewan.ca>

E-mail: chartrandc@macewan.ca

The goal of MacEwan's annual childcare conference is to provide professional and personal development in areas related to ages and stages of child development; issues faced by administrators and caregivers: improving children's learning environment; encouraging physical, cognitive and intellectual development; promoting emotional and social well being of children; relationships with parents and more.

June 14 - 16, 2006

DIVERSITY AND INCLUSION IN THE EARLY YEARS

Belfast, Co Antrim, United Kingdom

Sponsored by NIPPA - The Early Years Organisation & Queens University, Belfast Phone: (011) +44 28 6863 3098

Web Site: <http://www.nippa.org>

E-mail: paulinew@nippa.org

The program includes a mix of keynote addresses outlining current research and thought that supports the development of practice, site visits and seminars that offer practical advice, tips, and techniques for application.



June 15 - 17, 2006

LEADING THE WAY TO QUALITY

Calgary, Alberta, Canada

Sponsored by Canadian Child Care Federation/Early Childhood Professional Association of Alberta/the Alberta Family Child Care Association/Alberta Child Care Network Phone: 613-729-5289 Ext.2

Web Site: <http://www.cccf-fcsge.ca/pdf/CALL%20FOR%20PROPOSALS.pdf>

E-mail: mailto:browns@macewan.ca

Workshop proposals invited.

June 25 - 27, 2006

EDUCATING A GENERATION TO CREATE A CULTURE OF PEACE

Vancouver, B.C., Canada

Forum on Peace Education

Within the World Peace Forum, June 23 - 28, 2006.

Web Site: www.bctf.bc.ca/social/WorldPeace/RFP.htm

July 24 - 28, 2006

CHILD DEVELOPMENT CENTERS FOR THE 21ST CENTURY

Cambridge, Massachusetts

Sponsored by Harvard University Graduate School of Design Phone: 510-301-3579

E-mail: shasta@childcareexchange.com

July 26 - 29, 2006

FAMILY CHILD CARE SHINES AROUND THE WORLD:

Strengthening Children, Families and Communities

Orlando, Florida

The National Association For Family Child Care

Phone: 800-359-3817 ext.118

Web Site: <http://www.nafcc.org>

E-mail: conference@nafcc.org

August 30 - September 2, 2006

DEMOCRACY AND CULTURE IN EARLY CHILDHOOD EDUCATION

Reykjavik, Iceland

The European Early Childhood Research Association

Phone: 354-5633898

Web Site: www.congress.is/eecera2006/

E-mail: join@khi.is

Research in early childhood education.

October 16 - 19, 2006

CONNECTING THE WORLD'S CHILDREN WITH NATURE

Arbor Day Farm, Nebraska City, Nebraska

The World Forum on Nature Education for Young Children Phone: 800-224-2862

Web Site: www.childcareexchange.com/wf/wf2006_nature

Early childhood educators, members of the environmental community, environmental designers, and community planners are called together to effect changes that make developmentally appropriate nature education a sustaining and enriching part of the daily lives of the world's children. A team of educators, environmentalists, and designers from 25 nations will guide participants through learning from innovative nature education models and exploring collaborations across professions. Earlybird discount until March 15, 2006.

November 8 - 11, 2006

NAEYC ANNUAL CONFERENCE 2006

Atlanta, Georgia

National Association for the Education of Young Children

Phone: 202-232-8777

Web Site: <http://www.naeyc.org>

November 9 - 12, 2006

RETHINKING, REINVENTING, REJUVENATING EARLY CHILDHOOD EDUCATION CONFERENCE AT SEA

Port Canverral, Florida, Bahamas

Sponsored by I Travel By Design/M.E.W Foundation/others Phone: 919-539-8178

Web Site: <http://ecelearning.com>

E-mail: ecelearningcruise@yahoo.com

Early Childhood Education Training Cruise

May 15 - 18, 2007

2007 WORLD FORUM ON EARLY CARE AND EDUCATION

Kuala Lumpur, Malaysia

World Forum Foundation

<http://www.worldforumfoundation.org/wf/wf2007/>

Call for proposals not yet issued.

July 2007

CHILDREN'S RIGHT TO EDUCATION

Mexico City, Mexico

OMEP World Congress

Web Site: www.omep.org.mx

November 14, 2007 - November 17, 2007

NAEYC ANNUAL CONFERENCE 2007

Chicago, Illinois

Sponsored by NAEYC

Phone: 202-232-8777

Web Site: <http://www.naeyc.org>

NAEYC Scrapbook



Presentation by OMEP-Turkey.



Demonstrating a children's game at the workshop on Turkish early childhood programs.



Relaxing together in the evening in the lounge of the conference hotel:
Anne O'Neill, Catherine Donahue, Lita Haddal.



Hong Kong-US-Turkey-Israel-Canada OMEP Colleagues:
Kate Kolchin, Maggie Koong (OMEP International Treasurer, HongKong), Leah Adams, President OMEP-Turkey Gelengul Haktanir, Lynne Jasik, Dodie Sailor, President OMEP-USNC Gwen Coe, President OMEP-Canada Ginette Beausejour.



OMEP poster session presenter Judy McConnell-Farmer.

Watch for the 2005 Poster Session abstracts in the Summer Issue of the OMEP-USNC Newsletter. Download the Call for Proposals for the 2006 OMEP Poster Session at: www.omep-usnc.org

Summer 2006 Global Educators Program

A great way to teach abroad!

www.global-links.org/

INTERNATIONAL TEACHING
& TRAVEL...THIS
SUMMER! IT'S NOT
TOO LATE!



Are you looking for a personalized professional development opportunity that involves an international teaching, study and travel experience? Would you enjoy teaching as a volunteer alongside a colleague in another country who has responsibilities and interests comparable to yours? Are you curious about the educational systems and the issues facing educators in other parts of the world? Are you committed to the importance of global education and infusing global content and perspectives across the curriculum? Does the idea of being immersed in a totally new culture for several weeks this summer sound like an exciting and challenging educational adventure?

GLOBAL EDUCATORS PROGRAM is designed to provide educators with 3 or 4 week, teamteaching experiences in sites around the world. The program director/course instructor, Dr. Carol LeBreck, has placed over 500 educators in "host schools" in over 45 countries in all regions of the world, and new sites are added each year in response to specific requests. Each participant chooses the location to which s/he will travel and designs a personalized Professional Development Plan to meet specific needs and interests.

In addition to the 3-4 week international teaching experience, participants earn their graduate credits by selecting from options that include (but are not limited to) opportunities to participate in conferences and workshops with a cohort of 20-30 like-minded educators; to design 'globalized' curriculum and/or comparative research projects; and to develop collaborative telecommunications project work between home and host school students and teachers. The course is open to educators from all educational levels, pre-K through post-secondary, and all subject & content

areas, including administration, special needs, counseling, vocational education, etc.

Applications will be accepted annually November through April.

NOTE: Pre-Departure Workshop will be held in Eau Claire, WI on April 1-2, 2006.

Course Number/Title: CTED 876:

GAINING A GLOBAL
PERSPECTIVE THROUGH
CULTURAL IMMERSION

(6 semester credits-Continuing

Education/Graduate Course; offered

through the University of St. Thomas; Cost for 6 grad credits - \$870)

Contact: Dr. Carol LeBreck, 1455

Evergreen Drive, River Falls, WI 54022

Web site: www.global-links.org

Phone: (715) 425-6904

Fax: (715) 425-3696

E-mail: Carol@global-links.org

Global Educator Graduate Certificate Program

www.uwosh.edu/globaled/

Do you feel like you don't know as much about the rest of the world as you need to? Do you want to study abroad and do education research in another country? Are you considering pursuing your Master's Degree in education? Are you looking for a new cutting edge approach to teaching? Do you realize that the world is getting smaller every day? Do you want to learn how to be a global citizen?

If you answered yes to any of these questions the Global Educator Graduate Certificate Program is for you!!!

Contact Courtney Bauder

E-mail: bauderc@uwosh.edu

Web site: www.uwosh.edu/globaled

Opportunities



Protecting and realizing children's rights

Human rights apply to all age groups; children have the same general human rights as adults. But children are particularly vulnerable and so they also have particular rights that recognize their special need for protection.

Children's rights in the human rights framework

The Convention on the Rights of the Child (CRC) sets out the rights that must be realized for children to develop their full potential, free from hunger and want, neglect and abuse. It reflects a new vision of the child. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual *and* as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

The Convention and its acceptance by so many countries has heightened recognition of the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

From abstract rights to realities

Despite the existence of rights, children suffer from poverty, homelessness, abuse, neglect, preventable diseases, unequal access to education and justice systems that do not recognize their special needs. These are problems that occur in both industrialized and developing countries.

The near-universal ratification of the Convention reflects a global commitment to the principles of children's rights. By ratifying the Convention, governments state their intention to put this commitment into practice. State parties are obligated to amend and create laws and policies to fully implement the Convention; they must consider all actions taken in light of the best interests of the child. The task, however, must engage not just governments but all members of society. The standards and principles articulated in the Convention can only become a reality when they are respected by everyone—within the family, in schools and other institutions that provide services for children, in communities and at all levels of administration.



What educators can do

Teachers should make children's rights part of their school curriculum.

People who know their rights are better able to claim them. Educators are in the perfect position to help children learn about their rights. When you guide children toward understanding their rights, it's important that you help build and maintain respect for their parents.

Educators are also good role models for respecting the dignity and integrity of children. Educators can engage parents, children and community members to promote children's rights by encouraging advocacy with local and national governments, initiating dialogue on children's issues and creating a forum for children to express their opinions and views. To find out more about what educators in your community can do to promote and protect children's rights, contact your local UNICEF field office or National Committee. Many online resources are available for educators at the many global UNICEF sites.

Spend some time investigating the UNICEF websites: www.unicef.org and www.unicef.org.uk/tz/rights/teaching_rights.asp

View the Photo Essay on the Rights of the Child: www.unicef.org/crc/

Distribute the children's cartoon version of the Rights of the Child: www.unicef.org.uk/tz/resources/assets/pdf/rights_leaflet.pdf

Print out the catalogue of educational materials on the CRC: www.unicef.org.uk/tz/resources/assets/pdf/catalogue_2005_6.pdf

Post the poster on the UN Convention on the Rights of the Child: www.unicef.org.uk/tz/resources/



The Goldman Sachs Foundation Prizes for Excellence in International Education

\$25,000

from the website: www.internationaled.org/prizes/about.htm

An alarming gap exists between the growing importance of other world regions to our nation's economic prosperity and national security and many young Americans' knowledge of the world that lies beyond our borders. For the United States to continue to prosper, our young people must have an education grounded in understanding other cultures, geography, history, languages,

and people. The world will demand it of them—we must demand it of our education system.

In June 2003, Asia Society and The Goldman Sachs Foundation created the first ever Prizes for Excellence in International Education to promote international knowledge and skills in our schools and communities. The program will annually award five prizes of \$25,000 each in the following categories:

Elementary/Middle School: An elementary or middle school that engages all or most of its students in learning about other world regions, cultures and languages.

High School: A secondary school that engages all or most of its students in learning about Asia, Africa, Latin America or the Middle East, or about international affairs through its curriculum and through partnerships with other countries or local organizations.

State: A state that is actively promoting the development of international knowledge and skills on a wide scale through the creation of robust state policies and specific programmatic initiatives.

Higher Education: A higher education institution that shows exceptional commitment to promoting international knowledge and skills K-16 through its teacher preparation program or through creating ongoing partnerships with local schools to introduce international content.

Media/Technology: A private sector or nonprofit organization that has developed outstanding programs that use media/technology to educate students or teachers about other world regions and cultures, or international issues.

In previous years, prizewinners were honored at a dinner in Washington, D.C. attended by the U.S. Secretary of Education and Under Secretary of State for Global Affairs among other dignitaries. In addition to the \$25,000 prizes awarded in each category, their work was recognized in *The New York Times* and *Foreign Affairs* magazine and generated press in local and regional news sources.

Eligibility: Any public or private organization that provides educational services to preK-12 students and teachers, with a clear focus on raising American knowledge of the world, may apply for the award.

Review and Selection Process: A panel of experts drawn from education, area and international studies will review the applications/nominations. Site visits to finalists will follow. The panel will forward three finalists in each category to The Goldman Sachs Foundation Prizes Jury for decision. Prizewinners and finalists will be invited to participate in the third States Institute on International Education in the Schools, during which the prize ceremony will take place.

Timetable: The next prize competition will be announced in Spring 2006. Stay tuned to: www.internationaled.org/prizes/about.htm

The Goldman Sachs Foundation

The Goldman Sachs Foundation is a global philanthropic organization funded by The Goldman Sachs Group, Inc. The Foundation's mission is to promote excellence and innovation in education and to improve the academic performance and lifelong productivity of young people worldwide. It achieves this mission through a combination of strategic partnerships, grants, loans, private sector investments, and the deployment of professional talent from Goldman Sachs. Funded in 1999, the Foundation has awarded grants in excess of \$52 million since its inception, providing opportunities for young people in more than 20 countries.

Asia Society

Asia Society is America's leading institution dedicated to fostering understanding of Asia and communication between Americans and the peoples of Asia and the Pacific. A national nonprofit, nonpartisan educational organization, Asia Society develops cultural, policy, business and education programs about Asia for the public and influential leaders.

THE AIMS AND OBJECTIVES OF OMEP-US NATIONAL CHAPTER



A. TO SUPPORT THE AIMS AND OBJECTIVES OF OMEP AT THE WORLD, NATIONAL, REGIONAL, AND LOCAL LEVELS.

THE AIMS AND OBJECTIVES OF OMEP ARE:

1. USING EVERY POSSIBLE MEANS TO PROMOTE FOR EACH CHILD THE OPTIMUM CONDITIONS FOR HIS WELL-BEING, DEVELOPMENT AND HAPPINESS IN HIS FAMILY, INSTITUTIONS AND SOCIETY.
2. TO THIS END, OMEP SHALL HELP ANY UNDERTAKING, WHICH COULD IMPROVE EARLY CHILDHOOD EDUCATION.
3. OMEP SHALL SUPPORT SCIENTIFIC RESEARCH, WHICH CAN INFLUENCE THESE CONDITIONS. THUS OMEP SHALL CONTRIBUTE TOWARDS HUMAN UNDERSTANDING AND THEREBY CONTRIBUTE TO THE PEACE OF THE WORLD.
4. TO PROMOTE PRESCHOOL EDUCATION.

B. TO SUPPORT RESOLUTIONS ADOPTED BY OMEP BY CARRYING OUT ACTIVITIES AT THE NATIONAL, REGIONAL, AND/OR LOCAL LEVELS.

C. TO SERVE AS A LINK WITH THE WORLD COUNCIL OF OMEP, OTHER WORLD ORGANIZATIONS, AND WITH PROFESSIONAL ORGANIZATIONS WITHIN THE UNITED STATES, IN ADDRESSING OBJECTIVES A AND B.

D. TO INFORM AND EDUCATE ITS MEMBERS AND THE PUBLIC ABOUT WHAT IS HAPPENING TO YOUNG CHILDREN AROUND THE WORLD.

Publication Information

A faint, stylized background graphic featuring a globe with latitude and longitude lines. Overlaid on the globe are several yellow silhouettes of children in various poses, some standing and some sitting, creating a sense of global unity and childhood.

OMEP-USNC Newsletter is published three times a year by OMEP-USNC with printing and distribution assistance from the Council on Professional Recognition. New deadlines for submissions are January 20, May 20, and September 20. The committee encourages all members to submit a summary of events, research, or activities in which you have been involved as advocates of the well being of the children in the world. Electronically saved Word or jpg. files are preferred. Send them as attachments to the editor.

Newsletter Editor:

Lita Haddal

Wisconsin Child Care Information Center

Send all submissions and correspondence to

lita.haddal@dpi.state.wi.us